Program Change Request

New Program Proposal

Date Submitted: 08/20/21 3:04 pm

Viewing: : Research and Evaluation for Equity

Parent Plan: [MAJ: Educational Policy Stds MA](#)

Last edit: 08/25/21 4:40 pm

Changes proposed by: kendall2

Name of the school or college academic planner who you consulted with on this proposal.

Name
Maddie Sychta - EDU

In Workflow

1. **ED POL ST Dept. Approver**
2. **EDU School Admin Reviewer**
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 08/20/21 3:11 pm Nancy Kendall (kendall2): Approved for ED POL ST Dept. Approver

Proposal Abstract/Summary:

The University of Wisconsin-Madison proposes to establish a new named option for the MA in Educational Policy Studies, titled Research and Evaluation for Equity (REE). The REE named option was developed in response to the growing U.S. and international need to prepare students and working professionals for careers in educational monitoring and evaluation, with expertise in educational program, system and policy equity and improvement. Drawing from diverse fields of practice, students will graduate with the skills needed to plan and conduct research and evaluation activities that provide the data necessary for educational organizations and leaders to contextualize their work within the broader systems that shape people's lives and educational outcomes; improve the equity and quality of their programming and practices; communicate these results in ways that support institutional and systemic change; and become advocates and leaders in the field of educational equity and improvement. Potential students include U.S. teachers, school leaders, and school district administrators; district and Ministry of Education officials from other countries; international and U.S.-based non-governmental organization employees tasked with monitoring and evaluation; staff in community-based social service programs tasked with monitoring and evaluation for program improvement; and Education Studies majors who want to transition directly into an MA program to pursue a non-teaching career in education. Graduates will be prepared to conduct crucial research, monitoring, and evaluation work for governmental, non-governmental, and community organizations, with a keen eye to equity concerns in the context, process, and outcomes of the work. The 30-credit program includes a practicum.

Basic Information

Program State: Active

Type of Program: Named Option

Parent Program: MAJ: Educational Policy Stds MA

Parent Audience: Graduate or professional

Parent Home Department: Educational Policy Studies (ED POL ST)

Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

Parent Award   Master of Arts

SIS Code:

SIS Description: Educational Policy Stds MA

Transcript Title: Research and Evaluation for Equity

Named Options: Sub Plan 1245: Educational Policy Stds MA
     Sub Plan 1246: Educational Policy Stds MA

Does the parent program offer this as an additional major as well?   No

Is this a non-admitting named option for a master's degree?   No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Bartlett, Lesley	lbartlett2@wisc.edu		
Faculty Director	Kendall, Nancy	kendall2@wisc.edu	608/265-5955	
Primary Contact	Gessler, Mary Jo	mjgessle@wisc.edu	608/262-1761	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

List the departments that have a vested interest in this proposal.

Departments
Ed Leadershp & Policy Analysis (ELPA)

Are all program reviews in the home academic unit up to date?   Yes

Are all assessment plans in the home academic unit up to date?   Yes

Are all assessment reports in the home academic unit up to date?   Yes

Mode of Delivery:
     Distance Education (100% online)

Provide information on how any lab courses required for the degree will be handled.

This program does not contain lab courses.

Will this program be part of a consortial or collaborative arrangement with another college or university?	No
Will instruction take place at a location geographically separate from UW-Madison?	No
Parent has outside accreditation:	No
Graduates of parent program seek licensure or certification after graduation.	No
First term of student enrollment:	Summer 2022 (1226)
Year of three year check-in to GFEC (3 years after first student enrollment):	2025
Year of first program review (5 years after first student enrollment):	2027

If this proposal is approved, describe the implementation plan and timeline.

Course approvals have been submitted through the LUMEN system for School and University approval in Fall 2021. The new named option proposal is being submitted for School approval in September 2021. Upon approval, EPS will begin to prepare recruitment materials begin the process of creating the Summer course online platforms. Once the named option is approved by the UAPC, the department will immediately begin student recruitment activities and reach out to colleagues and potential funding institutions to inform them of the program. The Director of the REE will be hired in Spring 2022 and will be responsible for expanding recruitment efforts, participating in student admissions (this will be done in collaboration with the EPS admissions committee; admissions will be accepted on a rolling basis for at least the first three years of the program), hiring the new administrative staff member, communicating with incoming students and assuring that they have access to Canvas and other university resources, working with colleagues in the department to onboard all Fall classes, and working with the School of Education's MERIT division to assure that all Summer classes are ready to launch. Summer courses will then be pilot tested in late Spring and will launch with the new cohort in July 2022.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The EPS Department currently offers one Master's of Arts option: the MA in Educational Policy Studies. This proposal is one of two new named options. The first, the option in Educational Policy Studies, is designed for students who plan to continue on to the PhD; as such, students are expected to conduct primary research and write a thesis. Successful completion of this MA option allows students who are accepted into the PhD program contingent on completion of the MA to move into the PhD program seamlessly. The degree is used relatively rarely in the department, as most incoming PhD students have an MA already. As such, this two-year program has traditionally been a small component of the department's students.

The proposed REE program serves a very different group of students--professionals and aspiring professionals who aim to have careers in research, monitoring and evaluation in education. This named option reflects the department's core concerns for educational policy equity and improvement, but expands educational efforts towards a group of professionals whose field of study and work is increasingly essential to judgments of (and therefore funding for) project, program, and system success. It responds to the needs of professionals through the online (often asynchronous) course offerings, the one-year timeline for completion (for full-time students) and the option of part-time study (for professionals), and the focus on a practicum instead of a research-based thesis.

Why is the program being proposed? What is its purpose?

The importance of and demand for expertise in research and evaluation is widely recognized. Increasingly, educational institutions and organizations that provide educational services (e.g., after-school programs) are expected to systematically collect, analyze, and use information to improve processes and programs. Research and evaluation can establish what is working well and what isn't, allowing for critical self-assessment and continuous improvement. It can document effectiveness for funders and participants. And it can provide a base from which to understand the equity implications of diverse project activities and theories of change.

Most comparable institutions in the Big Ten offer master's level training in research and program evaluation; indeed, these services are often sought within higher education institutions themselves. This REE program is distinct from many of these current offerings given its focus on equity and on global settings; however, it addresses the same well-established demand among state professionals and transitioning undergraduate students that has driven the creation and success of the programs at peer institutions.

Further, there is a need for research and evaluation in education districts and educational non-governmental organizations across the state of Wisconsin. While the University of Wisconsin-Madison Wisconsin Center for Educational Research's Wisconsin Evaluation Collaborative (WEC) meets some of this need through professional collaborations with local organizations, there is no current mechanism for degree-granting coursework and training. This effort will partner with WEC and other current non-credit-bearing training efforts in the School of Education to bring the University's applied knowledge and expertise to the proposed REE program.

Finally, there has been a significant increase in demand for research and evaluation within educational development organizations: an estimated US$350 billion was spent each year on development programs by bilateral, multilateral, and non-profit organizations before the launch of the Sustainable Development Goals. As these launch, there is a push for expanded training, funding, and cooperation in evaluation efforts that support the Sustainable Development Goals (for example, the launch of the Global Evaluation Initiative in 2020). The REE will provide the necessary education and practice in critical skills to help meet this demand.

Do current students need or want the program? Provide evidence.

EPS has been offering limited coursework in research and evaluation methods for students seeking an undergraduate, master's, or doctoral degree for some time. The popularity of those courses, coupled with the need identified by state, national, and international education bodies for equity-responsive evaluation and research training, prompted the Department to conceptualize this degree. Educational leaders in Wisconsin and across the U.S. need personnel who are prepared to conduct equity-responsive research and evaluations. The Every Student Succeeds Act requires schools identified as in need of comprehensive support and improvement to conduct needs assessments and develop strategies, practices, and evidence-based interventions aligned to needs. Like other states, Wisconsin's Department of Public Instruction has developed a suite of materials to respond to this demand (https://dpi.wi.gov/titleiva/guidance-needs-assessment). In addition, recognizing concerns about equity and diversity, many schools are invested in monitoring school climate. These policies, among others, have generated significant demands for training in research and evaluation for equity. For example, in a July 2021 meeting, Dr. Carlton Jenkins, the Superintendent of the Madison Metropolitan School District, expressed support for this proposal, saying that most districts have a significant need for employee training in this area.

Similarly, the international launching of the Sustainable Development Goals marks a particular moment in international education--where the need for equity- and sustainability-responsive research, evaluation, and learning in development efforts has been recognized, and international organizations are investing project-based and training funds in developing expertise in these areas. From the World Bank to the UN Institute for Training and Research, key international development organizations have identified equity-responsive research and evaluation as a needs area for achieving sustainable development and poverty alleviation around the world.

What is the market, workforce, and industry need for this program? Provide evidence.

In the United States, the field of evaluation studies is expanding steadily. The 2018 passage of the Foundations for Evidence-Based Policy Making Act further spurred growth and stimulated demand for evaluation studies at the federal level. Further, state and local governments, businesses, and non-profit programs looking to be more adaptive, efficient, and effective have turned to trained evaluators to analyze and assess their efforts. As one indicator, in the last 15 years, the American Evaluation Association more than doubled their membership.

Evidence-based policymaking is a global trend. Evidence-based policymaking has two goals: to use evaluations to make policy decisions and to build more knowledge through research to better inform future decisions. This approach prioritizes rigorous research, data analysis, and evaluation of new policies, programs, and practices. Practitioners use research findings to inform new policies or improve effectiveness of existing programs. Evidence-based policymaking has most frequently been applied to social and human services programs such as education and health, but a wide variety of government programs benefit from building and using evidence. What's often missing from this trend is a clear commitment to equity in the process and outcomes of research and evaluation.

Development actors have expanded their reliance on research and evaluation. For example, the US State Department has established policies requiring evaluation of numerous agencies. The US Agency for International Development (USAID) now spends 3% of total program dollars on performance and impact evaluation. Since 2010, the UK's Department for International Development (DFID) has significantly expanded investments in research and evaluation, embedding evaluators within programs and resulting in a strong drive to recruit, accredit, and train staff in evaluation. These practices have fueled demand for trained and educated program evaluators around the world.

Internationally, there is a limited supply of research and evaluation expertise (see, e.g., studies by the Centre for Learning on Evaluation and Results at University of the Witwatersrand). Too often, this paucity leads to a situation in which international consultants (with little contextual knowledge) lead evidence gathering and evaluation work, with local consultants playing a minor role for significantly less compensation. In order to generate better research and greater equity, and in recognition of the limited effectiveness of evaluation efforts that are not equity-oriented in their staffing, funding, and approach to knowledge generation, there are clarion calls to build evaluation capacity development across the Global South.

These developments suggest that there is more than adequate demand to support the REE program at UW-Madison, especially since it was designed to be accessible to students residing in any location.

What gap in the program array is it intended to fill?

UW-Madison is one of the few Big Ten institutions that does not currently have a program in research and evaluation. While EPS has successfully drawn a consistent stream of students into existing courses on related topics, the department does not currently respond to the demand for a program in this area. In addition, EPS has established a successful undergraduate major with significant enrollment. In a recent survey, undergraduates expressed interest in having a masters degree in the field. This program is markedly distinct from but complementary to the undergraduate curriculum, which provides a broad overview of the field and limited opportunities to engage in educational research and evaluation.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The Department of Educational Policy Studies (EPS) is committed to deepening and expanding understandings of educational policy and practice, past and present, at local, national, and international levels. Departmental efforts are guided by a commitment to furthering social justice in and through education. This commitment requires careful and sustained attention to questions of diversity, inclusion, and global justice. The REE curriculum reflects this commitment and will further this departmental mission. Each REE course includes learning resources and learning outcomes that address matters of equity, diversity, and social justice and includes authors and contributors from diverse backgrounds (including international authors). Equity remains a focus in each course, from "Research and Evaluation for Equity" to "Participatory and Community-Based Research and Evaluation" to "Seminar in Equity and Education" to the final Practicum course. For example, in one course, students write structured analyses of equity language and impact in various education policies; in another course, students engage in a community-based pilot study. Indeed, this focus on questions of equity, diversity, and inclusion is what distinguishes the REE from competitors.

Parent Value

The Department of Educational Policy Studies (EPS) is committed to deepening and expanding understandings of educational policy and practice, past and present, at local, national, and international levels. Departmental efforts are guided by a commitment to furthering social justice in and through education. This commitment requires careful and sustained attention to questions of diversity, inclusion, and global justice. The curriculum reflects this commitment and will further this departmental mission. Each named option includes learning resources and

learning outcomes that address matters of equity, diversity, and social justice and includes authors and contributors from diverse backgrounds (including international authors).

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the social justice orientation of the department and the REE, EPS has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. EPS anticipates and will actively recruit a diverse pool of students by marketing the REE to professionals in the U.S. and around the world who themselves have a central interest in equity and justice in research and evaluation, and by utilizing existing contacts and networks that are currently used to recruit the diverse pool of doctoral students.

The REE staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams to develop marketing plans. EPS has identified multiple interest groups to contact. For example, EPS will bolster opportunities for African American and indigenous leaders by creating marketing materials to stress the importance of diverse perspectives, skills, and talents in the field. Marketing efforts will also focus on specific geographic locations, including (in Wisconsin) greater Milwaukee, Madison, Beloit, Kenosha, and Racine. In addition, there will be marketing efforts directed at Native Nations.

The marketing plan will include email campaigns, professional mailings, and social media posts to send to recognized school districts, non-governmental organizations, and international partners. Additional outreach strategies include phone calls, in-person visits, emails, social media efforts, and participation in graduate school recruitment fairs, such as the annual careers fair at the Kohl Center hosted by campus partners and Madison community groups. Further, REE staff will also reach out to organizations that support women and under-represented minorities interested in educational policy, research, and evaluation.

REE staff will host online information sessions for admitted students. Current students and faculty will attend these sessions, providing opportunities for admitted students to speak with program participants. The REE program director will work directly with applicants before and after admission to share information about financial options and opportunities.

Special efforts will be made to develop community throughout the REE experience, including an online orientation for students to meet each other and faculty, and at least two signature learning experiences per semester. Special efforts will be made to include racially diverse speakers throughout these events and experiences, in parallel to and drawing from ongoing departmental efforts (e.g., the Indigenous Education Speakers' Series).

Parent Value

The Department of Educational Policy Studies has a strong record of building a diverse community. The department has an established successful record of supporting international students and students who are categorized as underrepresented in the US through departmental support systems, teaching and learning practices, and programming for students.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

EPS is committed to recruiting and maintaining a learning community that values diverse life experiences, linguistic and cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty, staff, and students who contribute to this diversity as well as enhance the larger community.

As such, with regard to faculty, staff, and student recruitment, the REE will make positive contributions to EPS's culture. EPS's current faculty reflects the department's active recruiting of a diverse set of scholars who comprise the core instructional staff for the REE. The department will seek to hire and support a diverse cadre of program staff and instructors by leveraging current contacts and relationships within and beyond the academy. All new members of the REE learning community will be introduced to EPS's mission and strategic focus on diversity and inclusion. During each semester's opening, all will take part in the opening REE seminar on leadership and engagement of diverse teams and communities. REE faculty and staff will actively participate in creating and sustaining a positive, inclusive learning environment. Like all EPS programs, REE faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

Parent Value

The department's faculty and graduate students come from over 15 countries and speak more than 16 languages. The department is currently composed of over 50% faculty and graduate students of color. Future recruiting efforts aim to continue this proud tradition through careful attention to where the department places job ads and the networks through which the department distributes any calls for applications, maintaining a sufficiently broad job description, mentioning diversity as an institutional and departmental value, explicitly describing the department's concern with equity, and directly encouraging candidates with diverse backgrounds to apply.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

The Department of Educational Policy Studies at the University of Wisconsin–Madison works to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels. The department examines educational policies, movements, outcomes, dilemmas, and controversies — as well as the forces shaping them. EPS' graduate programs provide students with advanced knowledge and competencies needed to interpret educational realities, policies, and challenges; to conduct educational research; and to work as practitioners in the field of educational policy and practice. Departmental efforts are guided by a commitment to furthering social justice in and through education. The REE will contribute to this mission by preparing students to lead research and evaluation efforts with and within educational organizations, with clear attention to questions of equity in the process and outcomes of those studies. The program will complement existing departmental programs available to undergraduate and graduate students interested in the study of equity and educational policy and practice.

The REE will contribute directly to the mission of the UW System by cultivating among students "heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise and a sense of purpose" related to research and evaluation. The UW-Madison mission states that it seeks to provide learning environments that permit students to "discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." The proposed REE program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge about educational policies and programming that is intentionally linked to program improvement.

The REE also supports each of the five major themes in UW-Madison's Strategic Framework (2020-2025), as it will provide a world-class online experience in the study of research and evaluation for equity. The REE will contribute to Excellence in Teaching and Educational Achievement as well as Research and Scholarship. The REE Program connects to the Wisconsin Idea by extending what is known and learned on campus about educational policy and practice to other colleges, districts, schools, and non-governmental organizations from Wisconsin to the world. The REE Program also contributes to the goal of A High-Performing Organization by providing a revenue-generating program that serves the interests of students who wish to assume any of the important roles in educational research, monitoring, and evaluation.

Parent Value

The Department of Educational Policy Studies at the University of Wisconsin–Madison works to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels. The department examines educational policies, movements, outcomes, dilemmas, and controversies — as well as the forces shaping them. EPS' graduate programs provide students with advanced knowledge and competencies needed to interpret educational realities, policies, and challenges; to conduct educational research; and to work as practitioners in the field of educational policy and practice. Departmental efforts are guided by a commitment to furthering social justice in and through education. The MA in Educational Policy Studies contributes to this mission by preparing students to be leaders in equity-responsive educational policy research, teaching, outreach, policymaking, programming, and evaluation with and within diverse educational organizations, with clear attention to questions of equity in the process and outcomes of these efforts.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor and Chair
Claessens, Amy	Educational Policy Studies (ED POL ST)	Professor
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor
Gessler, Mary Jo	Educational Policy Studies (ED POL ST)	Graduate Student Coordinator
	Educational Policy Studies (ED POL ST)	Program Coordinator/Faculty Associate
	Educational Policy Studies (ED POL ST)	Program Administrator

What resources are available to support faculty, staff, labs, equipment, etc.?

The REE program will rely on equipment, support, and other resources provided by the EPS department. The program is fully online and does not require space or classrooms.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor and Chair
Claessens, Amy	Educational Policy Studies (ED POL ST)	Professor
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor

Describe how student services and advising will be supported.

REE students will be supported by the REE faculty director, the REE coordinator (position not yet posted), and by REE program faculty. The REE director will provide oversight and guidance on all operational matters each semester. The coordinator will advise students on application, admission, enrollment, and field placement processes; these processes will be supported by the Program Administrator. The coordinator will also work in conjunction with the REE director to establish field placement for practicum experiences and on innovative learning opportunities across courses. The REE program faculty will advise students on matters directly pertaining to the courses they teach and will also provide individualized advising and support as needed.

The Coordinator and REE faculty will be assigned primary advising responsibilities for individual students; student advising will include both individual and group advising activities. Student advising will include both continuous components, modelling some of the monitoring processes taught in the program's courses; and summative evaluative components, including individual course grades and a mid-point evaluation completed for each student at the end of the Fall semester. Student mentoring will be divided into U.S. and international students, so that mentoring and networking support can respond to students' particular needs during and after the program.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.   Yes

Resources, Budget, and Finance

Is this a revenue program?   Yes

Upload the 131 spreadsheet.   EPS131 budget final.xls

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

$1,000/credit

What is the rationale for selecting this tuition increment?

The tuition rate of $1000/credit was selected after analyzing the tuition structures of similarly focused programs throughout the country and similar 131 programs that have recently started at UW-Madison.

Among the competing programs studied, cost per credit varied widely, with an average of $713/credit. Based on similar institutional/program profiles, two programs, in particular, lend appropriate comparisons for setting UW-Madison's REE tuition rate:

University of Minnesota $711 24 months

Michigan State University $830 28 months

Although the REE's $1000/per credit tuition rate is higher than some public institution competitors, students can complete UW-Madison's program in just 30 credits (as opposed to 36) and 12 months (as opposed to 24 or more), which offers efficiencies of time and cost not found in other programs. Locally, the $1000/credit rate is commensurate with other program rates in the School of Education and in the same range as other programs at UW-Madison.

Will segregated fees be charged?

No

Upload Online/Distance tuition proposal   OnlineTuitionForm_MA
                                                 EPS_Final 25 Aug
                                                 2021.docx

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

Instruction for the REE will be staffed by three faculty members, a Program Director, and a part-time administrative staff member. The Program Director and instructional staff will initially be funded by revenue generated through other sources and through short-term deficits. EPS administrative staff will contribute 0.25 FTE to support the effort. It is expected that the tuition from the REE will fully cover program costs by the third year. The new costs of the program are almost entirely staffing needs: the full-time Program Coordinator and the part-time Program Administrator, as well as the costs of faculty buyouts. The other key expenses relate to recruitment materials and efforts. The academic unit, in partnership with the School of Education Dean's office, will cover the costs of launching the program; by the third year of the program, EPS expects it to break even, and soon after expect to be able to balance all costs of the program through tuition collection.

What is the marketing plan?

The REE staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams in developing marketing materials that target current professionals whose work demands equity-responsive monitoring and evaluation expertise and recent graduates from the Education Studies undergraduate major. The REE program director and program coordinator will engage school districts, non-governmental organizations, international development funders, and colleagues throughout Wisconsin and, using faculty and alumni contacts, the world.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The REE does not require substantial new resources after the first 18 months of the program. The dean is committed to supporting the department in launching the program.

Are new Library resources needed to support this program?

No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

REE students are not eligible for assistantships. US students may apply for all forms of financial aid. REE students will, for the most part, be funded by the organizations for whom they work (or organizations that provide training grants to their employers), or self-funded. Once the program is generating a profit, the department will set aside 10% of profit to support fellowships for minoritized/underrepresented students in the program. The fellowships will be selected by the EPS admissions committee as part of their regular admissions work. The program will also provide appropriate information to students about other external funding opportunities available to them. For example, some international students will be eligible for a range of international funding opportunities with which EPS is affiliated, including the Open Society Foundation's program and the World Bank/JICA program.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Arts in Educational Policy Studies through one of the named options:
Educational Policy Studies, M.A.
Research and Evaluation for Equity, M.A.

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: Apr 15, 2021 12:15pm

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, apply online.

Graduate Admissions Requirements

Requirements	Detail
Fall Deadline	The program does not admit in the fall.
Spring Deadline	The program does not admit in the spring.
Summer Deadline	April 1*
GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

*   The program has rolling admissions.

Students may enter the department once a year, in summer. All applicants must apply online. Accepted students must respond in writing by April 30. The application is judged on the basis of previous academic record, other experience, 3 letters of recommendation, personal statement, and vitae.

Applicants must submit the following:

Essay statement (not to exceed two pages).

Official transcripts of prior undergraduate and graduate course completion.

Resume or CV.

Supporting document if the undergraduate GPA is below 3.00. The statement will include: an explanation regarding why the applicant's GPA does not accurately reflect potential, documentation of high potential for professional development in the field, and a description of relevant experiences.

The admissions process in the department is the responsibility of the Admissions Committee. The committee will direct applications from qualified candidates to a faculty member in the department whose interests are similar to the applicant's. A temporary advisor must be willing to accept temporary responsibility for the student's graduate program. If no temporary advisor can be found, the candidate cannot be admitted to graduate study. If a faculty member agrees to serve as temporary advisor and the applicant is judged qualified for admission, the student is notified that the department will recommend admission to the Graduate School. Formal notification of admission comes from the Graduate School.

Describe plans for recruiting students to this program.

REE faculty and staff will reach out to Wisconsin school districts and educational non-governmental organizations to promote the program and recruit new students. The department will also advertise the program to undergraduates in the Education Studies major. Special efforts will be made to share information at existing gatherings, such as educational policy events. This will include efforts to connect with organizations that support women and under-represented minorities. EPS faculty and staff will also actively outreach to colleagues across the country that have undergraduate education programs, as well as through networks of community-based education organizations.

To better reach underrepresented populations, the Graduate School Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to school districts and non-governmental organizations in Wisconsin and more broadly that serve underrepresented and minoritized students. Recruitment strategies also include outreach to undergraduate programs on campus and well as participation in graduate school recruitment fairs across the country.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	20
Year 2	27
Year 3	32
Year 4	35
Year 5	35

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent
Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

CURRICULAR REQUIREMENTS

University General Education Requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	See Named Options for policy information.
Assessments and Examinations	See Named Options for policy information.
Language Requirements	See Named Options for policy information.

Required COURSES

Select a Named Option for courses required.

named options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the M.A. in Educational Policy Studies must select one of the following named options:

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

Review the Graduate School minimum <u>academic progress and degree requirements</u>, in addition to the program requirements listed below.

Named Option Requirements

MODE OF INSTRUCTION

Mode of Instruction				
Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
No	No	Yes	No	Yes

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

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Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

University General Education Requirements	
Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	24 credits
Minimum Graduate Coursework Requirement	All of the 30 total credits must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA Requirement	3.00 GPA required.

Requirements	Detail
Other Grade Requirements	n/a
Assessments and Examinations	None.
Language Requirements	None.

Required COURSES

Course List

Code	Title	Credits
ED POL 601	Course ED POL 601 Not Found	
ED POL 602	Course ED POL 602 Not Found	
ED POL 603	Course ED POL 603 Not Found	
ED POL 604	Course ED POL 604 Not Found	
ED POL 605	Course ED POL 605 Not Found	
ED POL 606	Course ED POL 606 Not Found	
ED POL 607	Course ED POL 607 Not Found 1	0-3
or ED POL 760	Seminar in International Education Development	
ED POL 608	Course ED POL 608 Not Found	
ED POL 609	Course ED POL 609 Not Found	
ED POL 610	Course ED POL 610 Not Found	
Total Credits		0-3

1Students who select ED POL 760 Seminar in International Education Development must take it for 3 credits.

Total credits required:

30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Educational Policy Studies: Educational Policy Studies, M.A.

Educational Policy Studies: Research and Evaluation for Equity, M.A.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

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Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general

university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 6 credits of graduate coursework numbered 400 and above from other institutions. Courses must have equivalent content to required courses in program. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, students are allowed to count no more than 6 credits of UW-Madison undergraduate coursework numbered 400 and above from other institutions. Courses must have equivalent content to required courses in program. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison University Special

With program approval, students are allowed to count no more than 6 credits of coursework numbered 400 or above taken as a UW–Madison Special student numbered 400 and above from other institutions. Courses must have equivalent content to required courses in program. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

The faculty director and graduate program coordinator serve as advisors for the students. Students can be suspended from the Graduate School if they do not have an advisor.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

CREDITS PER TERM ALLOWED

12 credits is the maximum offered in the program per term.

Time Constraints

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their

absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

Bias or Hate Reporting

Graduate Assistantship Policies and Procedures

Hostile and Intimidating Behavior Policies and Procedures

Office of the Provost for Faculty and Staff Affairs

Dean of Students Office (for all students to seek grievance assistance and support)

Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)

Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)

Office of Student Conduct and Community Standards (for conflicts involving students)

Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)

Title IX (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/
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Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar

days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance, 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

Other

Graduate students are not permitted to accept any research, project, or teaching assistantship positions that would waive tuition or provide tuition remission. Students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Students may complete the program as full-time students in 12 months, including summer enrollment (e.g., summer, fall, spring semesters). Alternatively, students may complete the program on a part-time basis in approximately 24 months (Summer 1, Fall 1, Spring 1, Summer 2, Fall 2, Spring 2). The part-time program option is expected to appeal to working professionals interested in career advancement, a key audience for the program.

Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

Demonstrate an understanding of diverse theories, epistemologies, and methodologies related to education research and/or evaluation.

Develop a researchable question and design an educational research or evaluation project.

Gain experience conducting a field-based and/or archival research or evaluation project and presenting their research in a thesis or portfolio form.

Know how to write clearly and compellingly for diverse audiences about complex topics in educational history, policy, and/or evaluation.

Understand professional standards for conducting scholarship ethically and responsibly.

Summarize the assessment plan.

Student learning is assessed directly by the program coordinator and faculty director by examining each students' course performance, the structured feedback they receive from the clients with whom students work on their practicum, and their final ED POL 610 portfolio, as measured by a rubric that reflects the program's learning goals.

Every year, the department indirectly assesses student learning via a short online alumni survey that examines alumni perceptions of program contribution to learning goals since graduation. The EPS Graduate Committee conducts the student assessment, interprets results, writes a summary of findings, and makes recommendations for improvement to the full faculty. The EPS department chair informally monitors implementation of report recommendations. Every three years, a faculty panel examines the direct and indirect student learning materials and generates a report that is used to assess our success at achieving the learning goals, and to support program, curricular, and instructional improvements.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

Name (Last, First)	Date of contact/support letter received	School,College, or Department	Comment by contact person	On behalf of
Jackson, Jerlando	July 2021	Ed Leadershp & Policy Analysis (ELPA)		

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

  EPS MA & ELPA Chair email.pdf

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The Department of Educational Policy Studies approved this proposal on 4/9/2021.

Entered by: Maddie Sychta

Date entered: 08/25/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date: Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

   /graduate/educational-policy-studies/educational-policy-studies-ma/

SIS effective date:

Guide publish
date/type

SIS Short   Ed Pol St
Description:

Other plan codes
associated with this
program:

Educational
Innovation
Program:

Distance Education
Program:

Non Traditional
Program:

Special Plan Type:

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be scanned:

Reviewer
Comments

Key: 1246